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ABSTRACT

The autonomous learning strategy for adults which has been used to teach English as a second language at the University of Nancy for the past two years is described here in detail. Several case studies are provided on learners with both specific and general language needs, illustrating the roles of the helper, learner and the institution, and the pre-requisite conditions for the growth of autonomous learning schemes are brought to light. (Author/CFM)

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MELANGES PEDAGOGIQUES 1976

C. HENNER STANCHINA

TWO YEARS OF AUTONOMY : PRACTISE AND OUTLOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RESUME

La stratégie d'apprentissage en autonomie pour adultes ayant été abordée de façon plus théorique dans " New Approaches to Autonomy : Two Experiments in Self-Directed Learning ", in *Mélanges Pédagogiques 1975*, le but de cet article est de décrire concrètement son fonctionnement.

A partir de trois études de cas, l'auteur montre comment les apprenants, qui se situent au centre de cette stratégie, sélectionnent eux-mêmes différentes expériences d'apprentissage en fonction de leurs objectifs et de leurs possibilités.

Les rôles respectifs de l'apprenant, du " Helper " et de l'institution sont définis à travers cette expérience ; les résultats et les perspectives pour l'avenir de l'autonomie sont discutés.

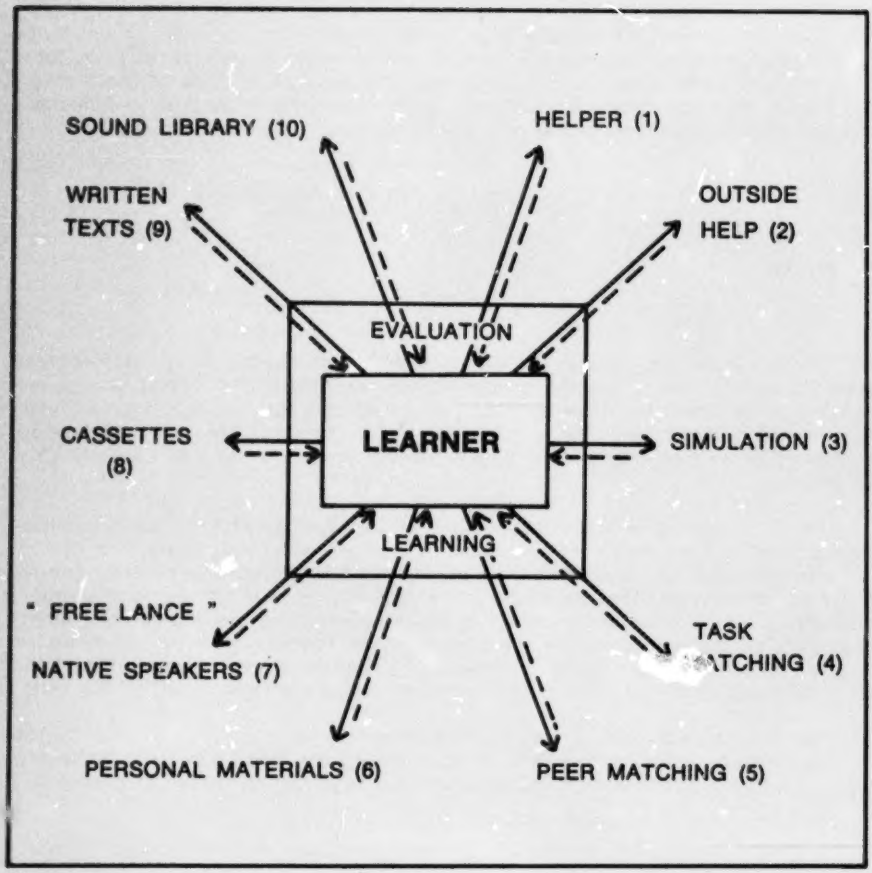
This article is an abridged version of a master's paper presented at the University of Nancy II in October 1976.

At the close of its second year of experimentation, the autonomous learning scheme for adults[1] has grown in that it has increased its number of learners, expanded the range of learning experiences it makes available to these learners, and has provided some interesting insights into the future problems that await over potential autonomous learning strategies.

The first experimental group involved 26 learners. Within two years, taking account of the inevitable turnover in this type of strategy, 56 people (18 women, 38 men) had at one time (and for whatever length of time) been part of the strategy. It is worth noting, although this perhaps does not attest to any real, widespread change in attitude towards self-directed learning, that interviews carried out over the two-year period reveal a progressive decrease in the proportion of people who choose autonomy for lack of any other solution, in favor of those who consciously prefer the opportunity for autonomous learning. Of the 30 learners in the second year, 10 had already had experience with some kind of class or group set-up elsewhere, be it an intensive language session or extensive evening courses. These 10 people, along with numerous others who had not had previous group experience, rejected the classroom solution either on the grounds that it was (or would be) inadequate in meeting their very specific needs, that working in a group simply did not appeal to them, or that they felt entirely capable of learning English on their own, and all the more effectively, providing the C.R.A.P.E.L. could give them the material means to do so.

The diagram shown below represents the entire autonomy scheme as it is operating now. All its potential components are centered around the learners who, as the arrows indicate, move outward towards a variety of available resources, choosing the ones most appropriate to the attainment of their language goals. The helper is simply one of the optional resources in this set-up, just like all the other services provided by the C.R.A.P.E.L. The fact that there is no center for dispensing knowledge indicated on the diagram is, obviously, in no way an oversight, since the notion of teacher competence has been revised and the final responsibility for learning left to the learners themselves.

[1] This scheme was first described by D. ABE, C. HENNER STANCHINA, P. SMITH (1975).



LEGEND : ——→ represents choice of learning experiences in function of needs, goals ; etc.

LEARNER ←- - - - indicates feedback on learner's perforamance in a given situation.

In order to illustrate exactly how learners with either general or very specific language needs can combine these ten elements in various ways to form total learning experiences, and to elucidate the respective roles of the learner, the helper and the institution involved (roles that were hinted at in *Mélanges Pédagogiques 1975)*, this article will briefly recount 3 case studies.

I. Mr. D.

Mr. D., a brewery engineer, was overwhelmed by the heap of technical texts he had to read regularly in English. He recognized the inadequacy of his reading skills when what he thought he understood was in contradiction with what his technical knowledge told him to expect. His goal, then, was to develop accuracy, as well as speed in reading these documents, and to do so as quickly as possible.

Mr. D. began by choosing elements 1-6-9 [2] as the basis of his learning experience ; that is, the freedom to consult the helper when necessary, the use of his own technical documents and the use of the C.R.A.P.E.L.'s beginner's course in written comprehension. Had time permitted, Mr. D. would have gone through an initial stage of deciphering more general English, using the beginner's course, then passing through a second stage of applying the morpho-syntactic rules he had learned to his own personal materials. However, since he was pressed for time, he decided to skip the course element 9 and get right down to his texts.

The first session with the helper was devoted to examining several pages of one of these texts, so that Mr. D. could point out those elements he would usually stumble on. This exercise revealed his most urgent problems as being :

a) The complex noun phrase

b) The reduction of relative clauses and passives

c) Procedures of substitution and ellipsis, and discourse reference

d) Semantic value of verbal forms.

Successive sessions, therefore, dealt with these points in particular.

[2] See diagram page 3.

a) *The complex noun phrase :*

— " the membrane covered oxygen electrode " [3]
— " a negative going linear voltage ramp "
— " a sufficiently stable and repeatable reference potential "
— " a gas permeable, ion and protein permeable, membrane "
— " a special stainless steel reinforced Teflon-silicone rubber composite. "

M. D. used these examples, and others, to practise identifying the head, (moving towards the far right) and pre-modification components (post-modification being far less common in the texts).

b) *Reduced relatives and passives :*

— " conductive residues *left* in connectors after autoclaving or remaining after liquid has splashed in the connector... "
— " typical current-potential curves or polarograms *obtained* with the solution *stirred* at a constant rate and *equilibrated* first with nitrogen, then room air, and finally pure oxygen are *presented* in fig. 2. "
— " A negative going linear voltage ramp *is applied* to the platinum and the current generated *measured.* "
— " Oxygen at high concentration levels *is required* during the early stages of the brewing cycle... "
— " Data *obtained* with the IL 530 Brewery oxygen electrode system and with other IL oxygen electrodes *will be included.* "

Once Mr. D. had been shown the structures of relative clauses and passive forms, he was able to restore the elements necessary for comprehension.

c) *Procedure of substitution and ellipsis, and anaphoric reference :*

— " ... by utilizing an anode material which has a potential close to *that* of the optimum operating voltage... "
— " The diffusion later acts as a greater impedance to the transport of oxygen to the cathode than *does* the solution flowing past the layer. "
— " the 'blood gas' electrode has the smallest cathode, the 'alarm' electrode has the *largest* "

[3] All examples are taken from KREBS, W. M., " Dissolved Oxygen Measurements in Brewery Systems ", in *MBAA Technical Quartely*, vol. 12, nº 3, 1975.

— " Flow sensitivity is observed when Zr becomes significant, as it *can* in dissolved oxygen measurements... "
— " *This* has created a need... "
— " *This* establishes a concentration gradient between the level of oxygen in the sample and *that* at the cathode... "
— " Clinical investigators have been more acutely aware of and sensitive to the *above* limitations... "

The most effective way of re-establishing those various " pro " forms once they had been identified, was to go back over the text, to do a more detailed reading of it, in order to determine the antecedents. Mr. D. did just this, meeting with the helper afterwards to verify his hypotheses.

d) *Semantic value of verb forms :*

1. " If the condition for planar diffusion of oxygen to the platinum cathode *were to be met*, the current, in the complete absence of stirring and convection, *would be found to* decrease to zero with the reciprocal square-root of time. "
2. " *Should Ep (actual) 'slide'* over the edge of the current plateau, the output current sensitivy will decrease and vary with the electrode current. "
3. " *As long as 'd' remains* constant the observed current *will be* proportional to the oxygen level... "
4. " If K *were constant* for all combinations of solvent, solute, and temperature, the relationship between the oxygen partial pressure and concentration *would be simple*. "
5. " An electrode which *is not to experience* extremes in either pressure or temperature, such as the IL Blood Gas electrode, is simple to design. "

The hypothetical value of the subjunctive in 1. and of the inverted word order in 2. had to be pointed out to the learner. Similarly, the compound conditional conjunction in 3., the inference of an unreal condition in 4., and a command in 5. had to be made explicit, for the learner was misinterpreting them. Having reviewed these structures once, he was then well equipped to recognize and understand them in other texts.

Besides the purely structural or grammatical problems examined, the concept of communicative acts was also approached briefly, focusing on such functions as :

— *DEFINING* : " The platinum is the cathode inasmuch as it is the electrode at which reduction (that of oxygen) takes place. The chlorided silver sheet is the anode, since the corresponding oxidation reaction

$$Ag + Cl^- - e^- \longrightarrow Ag\ Cl$$

occurs at that electrode. "

— *INSTRUCTING* : " Therefore, following an abrupt change in environmental temperature, time should be allowed before the electrode either is calibrated or data acquired in order for the thermistor to arrive at the new temperature. "

A third problem that was but touched upon was that of training to skim [4], that is, to get a general idea of the text so as to be able to determine whether or not it is of interest, and if so, how it can be approached.

In a well constructed scientific article, signals such as :

— " This paper will attempt to : first... second... and third... "

— " The more common techniques employed for oxygen analysis can be divided into three main categories :
physical, chemical, and electrochemical.
Physical methods include...
Chemical methods include...
Electrochemical methods are based on... "

— " The electrochemical methods can in principle be subdivided into two categories : (1)...
(2)...
These are discussed in the next sections... "

can be of great help to the reader who has to locate his information as fast as possible.

[4] " Skimming ", as defined by Pugh, implies :
— " obtaining for its own sake an overall impression of certain features of a text (eg. surface information, structure, tone)
— " obtaining advance organization of a text which has to be known but which presents difficulties. "

Unfortunately, the lack of time made it impossible to deal with these last 2 problems in any more than a superficial way.

This case serves as an example of how the helper (not an expert in the art of brewery), who may or may not understand the actual content of the articles to be deciphered, can nevertheless supply the tools necessary for analyzing them. From there on, the learner takes over, using these tools, along with his technical background, a dictionary and any other reference work he might have at his disposal, to plow through these documents with increasing speed and accuracy.

The next case study again illustrates both why the emphasis should be placed on methodology rather than on content, and how a learner may be led to develop adequate learning techniques.

II. Mr. C.

A professor of organic chemistry, Mr. C., had been invited by an American professor to give a keynote speech at a conference to be held in July. He needed practice in understanding American English and in speaking. Moreover, he had already decided that he would not stand up before his audience and read a prepared paper. He preferred to be able to deliver a more spontaneous talk, (as he would do in French), using slides to illustrate his comments. Although he did intend to write out a full text of one possible version of his speech in English, this would certainly not represent a final polished version of his actual presentation. This situation, then, militated against the type of work that concentrates on the perfection of a finished product. What this learner needed was not to know how to read his paper without flaws, but rather to learn to approximate a natural style of delivery that would satisfy him, and be understandable to his audience. He organized his learning experience accordingly.

He began writing up his paper, and in the interim worked with cassettes at home. Within a month, he had gone through the entire intermediate course *(Cours Intensif d'Anglais Oral)*, and had started on two higher level courses *(Colloquial English* and extracts from the *Cours Avancé de Compréhension Orale* presenting a variety of American accents) as well as on authentic recordings (Crosstalks series) provided by the U.S. Information Service (Voice of America tapes). He was granted the use of these tapes throughout the summer. He was also introduced to an American living in Nancy, with whom he was able to spend several hours in natural conversation.

Once his paper was written, an entire session was devoted to reworking those parts the helper felt would be unclear to an American audience. The paper was then recorded by the helper, again less as a model to imitate than as an indication of one possible presentation. The most useful aspect of this exercise was the emphasis on certain semantic combinations such as : " to perform ", " to carry out a reaction " (the learner decided that he would continue to search for these combinations while reading specialized texts in English), and on the pronunciation of technical terms such as " tetrahydrofuranne ", " teramyloxide ", " dihalogenocyclopropane ", " spectroscopy ", " benzene ", and even more common terms like " indulgence ", " substitution ", " activating agent ", and others, where gallicized vowels or misplaced stress could hinder the comprehension of an American audience, or in any case, render their listening more taxing. Using this tape as a guide, Mr. C. practised recording himself several times at home. Finally, when he felt sufficiently prepared, a simulation of his speech was carried out, slide projector and all, and his presentation was tape-recorded. It was originally planned that Mr. C. would present his speech and slides before a competent audience — that is, members of his own research laboratory — likely to ask questions, make comments and stimulate the kind of interaction he would later be involved in. This, unfortunately, was not possible in the short time available.

The resulting tape was then analyzed by the learner — who took notes on everything he felt needed improvement — in the presence of the helper. In this way, he gained confidence in his ability to evaluate his own performance, at the same time recognizing this as a tool which would allow him to go on practising his presentation in July (in the absence of the helper), becoming more comfortable with it.

One activity that Mr. C. was also anxious to try was a " task match ". The helper, therefore, tried to set up a task-matching session between Mr. C., who was to simulate his slide lecture before a competent audience, and Prof. A., a doctor preparing to act as chairman at an international cardiology conference. Needless to say, there was no connection whatsoever between the two fields of speciality : organic chemistry and cardiology. This simulation could nevertheless have allowed each learner to play his respective role — Mr. C. delivering his speech, answering questions from the floor, and Prof. A. carrying out the more general functions of a chairman : making opening and closing remarks, giving instructions to speakers and to the floor, handling questions. The more specific functions Prof. A. had to practice (bringing back to the point, taking up a point) were so closely linked to the subject matter of his own conference that it would have been impossible to work on them out of context.

This task-match never actually took place, for the simple reason that the two learners were unable to make their time schedules coincide. The idea of the task-match for learners with highly specific needs remains, as well as the hope that the occasion will arise to coordinate other task-matching sessions.

III. Mr. R.

For Mr. R., a learner with no very specific needs other than the desire to improve his aural comprehension and oral expression in English, the learning experience consisted of elements 1-2-5-7-8.

Given the *Cours Intensif d'Anglais Oral*, a course composed of spoken texts and structural exercises, Mr. R. insisted upon writing out translations of all the sentences, first into French, to make sure he really understood them, and then translating them back into English, to see if he still remembered the given structures. Devoting approximately 8 hours a week to his task, he naturally had little time left to use the recorded material provided him to practice aural comprehension and oral expression. When this was brought out to him, he explained that this was the only way he felt he could learn and retain anything. Discussion revealed that he judged his memory to be very poor, and what, in fact, he was unconsciously striving for, was to memorize the course book. The helper suggested trying to elaborate a system of " fiches " or index cards that could eventually serve as a reference guide to the structures and vocabulary he had studied, while relieving his memory of those elements inherent to the course material and perhaps less likely to come up in real situations. Having thought this idea over, M. R. did decide to abandon most of his translating (except for some vocabulary) and began making index cards instead. However, when he had produced the first few and showed them to the helper, two flaws were discovered. First, the cards were not cards, but little pieces of torn paper that could never have lasted long enough to serve as a reference document. Second, index cards such as those shown below :

to deserve : mériter by the way · au fait to be off = to take off	I can't help thinking To give back to dare scarce

What have you come for ? :
Que venez-vous faire ?
Do they work overtime ?
A teaspoon is to stir your tea with.
... for stirring your tea.

would certainly have been very difficult to exploit, would have been ineffective as a study guide mainly because various elements were all grouped together in order of appearance in the course, and there was no way of knowing where to look for anything, and no guarantee that he could ever find what he was looking for. By making this observation and showing Mr. R. the following examples of index cards being elaborated by another learner in autonomy (1), the helper led him to develop a much more usable system of fiches, samples of which are also provided here (2).

1. Models extracted from another learner's set of index cards and shown to Mr. R.

Emploi de GOT :

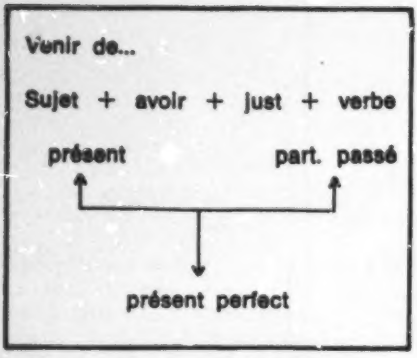
même chose que avoir dans le sens de posséder, avoir

(HAVE GOT
(HAVE

I have got = I have
have you got = have you
I haven't got = I haven't

Present perfect continue :
to be + verbe-ING + for/since
(present perfect)
indique une action qui a commencé dans le passé et qui n'est pas terminée.

— FOR : indique la durée, le temps écoulé depuis que l'action a commencé.
— SINCE : indique le moment, la date de début de l'action.



Prétérit simple :

exprime une action définitivement passée.

2. Examples of Mr. R.'s second, usable version of index cards, classified in alphabetical order by structural heading on card : or by first letter of verb or vocabulary word studied, and placed in a small filing box for future reference :

Gérondif

— My father is talking to my mother.
— That is one of the most interesting and serious questions that you could ask.
— Plenty of brushing improves your hair.
— A teaspoon is for stirring tea.
— I'm very fond of fishing.
— The church choir is practising.
— I was just setting off when it started raining.
— She's wearing an expression of happy anticipation.

As

— I don't feel so hungry as I did 10 minutes ago.
— His excitement grows and grows as they get closer.

This satisfied Mr. R. as a remedy for a failing memory and a substitute for translation, and allowed him more time to concentrate on the oral and aural skills he was, in fact, trying to improve.

However, this attitude exhibited by Mr. R., that a language is a " savoir " that is, a combined set of grammar rules and vocabulary to be ingurgitated before that language can actually be put to use, led him to initially postpone or reject the meetings with native speakers that were offered and encouraged by the C.R.A.P.E.L. He wanted, first, to store up all the structures presented in the course materials, then move into an application phase (conversations with native speakers), and then come back to another storage and perfection phase. He could not conceive of combining those phases of storage and application, because he did not recognize language as a " savoir-faire ", a communicative tool that may be used at all levels of proficiency.

This problem was handled in 3 stages. Since his readiness to test his communicative competence in an authentic situation did not come naturally because he was too self-conscious, afraid of ridiculing himself by making mistakes, and nervous about the contact with a stranger, Mr. R. preferred to meet with the helper, a native speaker of English, for conversation. The second intermediate stage which was useful in building the learner's confidence in his own performance was the " peer-match ". Mr. R. was introduced to another learner who was at approximately the same proficiency level (and who, in the helper's opinion, was likely to have something in common professionally or personality-wise, with Mr. R.). Their discussion dealt with their respective jobs, general topics of current interest, and especially with aspects of autonomous learning.

Since in many cases, autonomy has become synonymous with a certain dose of solitude, this peer-matching system provides an excellent opportunity for learners to commiserate with each other one might say. Thus, they compared study habits, discussed their perceptions of their own strengths and weaknesses, while each one took advantage of the situation to measure his performance against the other's. The helper was present at this session, acting as an objective observer, and recording the conversation to enable the two learners to re-examine their own performances.

The final stage of this progression is generally, of course, the actual meeting with a native speaker. It is here that learners can test their general interactional competence — how well they understand what is said to them, as well as how sensitive they are to non-verbal signals coming from their interlocutors, and how effectively they respond.

Mr. R. went through the first two stages being so obsessed with grammatical correction, that his part of the conversation would resemble a sort of stream

of voiced hypotheses on each particular sentence. Obviously, this absorption led him to become totally insensitive to signals from his interlocutor indicating that he had already made himself understood, and was therefore, rather unconductive to spontaneous interaction, to say the least. At the end of the second stage, this was brought out to him by the helper. A discussion of the minimum adequate level of competence at which he was beginning, and of the differences between grammaticality and acceptability, ensued. This enabled him to work towards freeing himself from his self-imposed constraints, and to engage in more natural interactions with native speakers.

He later hired (with the aid of the C.R.A.P.E.L. acting as a placement agency) an English speaking assistant for his office, thereby multiplying his opportunities to speak English in authentic communication situations.

In Mr. R's case, as in countless others, the helper did not merely transmit a fixed body of linguistic knowledge to the learners, but discussed the efficacy of certain techniques in view of their priorities and objectives.

The discussion of these three cases has, hopefully, shed sufficient light on the organization and operation of an autonomous-learning scheme. The one component of this scheme which did not receive much attention here is the sound library [element (10)], for few of the autonomous learners availed themselves of this resource. This can be attributed to the fact that most of the material available in the sound library has been duplicated on cassettes for home use, and that until now, the video tapes seem to have represented a luxury which learners seldom have the time to appreciate. Ideally, of course, these video tapes would be much more widely used by learners in autonomy.

CONCLUSION

Because of the newness of the autonomous learning strategy, and the dynamic nature of the relationships existing between learner-helper-institution, it would be virtually impossible to prescribe roles for everybody involved. What can be drafted, however, is an admittedly non-exhaustive list, noting the roles the respective parties have thus far assumed in the context of this particular experiment, showing where these roles overlap, where they differ, and in any case, leaving them open to suggestions.

The results obtained in these two years seem to be positive : 15 dropouts out of the total of 56 learners — surely not any worse than the grim statistics on dropouts from evening classes, perhaps better. And the causes for dropping out are different. People drop out of evening classes for any number of reasons : personality clash with the group or animator, the heterogeneity of proficiency levels, needs that are not met by the course, reluctance to participate in group activities because of shyness or dislike for these activities, missing two or three classes in a row, all lead to abandon.

In autonomy, abandon is attributable to a lack of time, lack of sufficient motivation, or to the unsuitability (demanding nature) of the strategy itself.

It is obvious that the C.R.A.P.E.L. autonomy set-up will have to undergo various degrees of modification in order to be workable in other contexts, with other helpers, other learners, in other institutions. The main concern is to work towards the autonomization of learners, and all steps in that direction are significant, at whatever level. However, this movement towards the autonomization of learners can most definitely be thwarted by institutional regulations.

Having broken down the autonomous learners into professional categories, it was found that in the two years of the experiment, 24 people had the legal right to request that their employers pay their registration fees. In the first year, 6 actually did so ; in the second year 7 did so. A total of 13 out of 24. The remaining adults who were theoretically entitled to some type of continuing education through their employers, either never requested or never received the said benefits.

The employers who flatly refused their employees did so because this new autonomy scheme seemed too expensive for " students " who were to be " doing all the work by themselves. " In other instances, the companies wanted to hold out for a while to make sure that the operation was a serious one, and learners therefore paid their own fees, usually never to be reimbursed.

As for people holding positions in universities, they invariably financed their own learning experiences.

In all 13 of these cases, then, it seems reasonable to presume that even if the law on continuing education had never come into existence, these people would nevertheless have been offered the opportunity to learn English by their firms — who apparently will readily invest in continuing education providing, of course, they can directly reap the benefits of this education, as was true here. Moreover, not only has the law on continuing education not increased the numbers of potential candidates for autonomy, but it has also served to discourage them by stipulating that an " attestation de présence " is obligatory.

It is obvious that employers are skeptical of innovative strategies like autonomy. They have never heard of it before, and cannot easily judge its validity because the work accomplished cannot be expressed in terms of class or teaching hours. Neither can the learner's sincerity, interest, progress, participation, level of attainment be expressed by a certificate of attendance, the demand of which poses an absurd contractiction in an autonomous learning strategy.

If, then, autonomy is to become more widespread, some compromise will undoubtedly have to be reached between those who finance the learning, and those who promote it.

RECAPITULATIVE CHART

LEARNER	HELPER	INSTITUTION
Understands role : maintain motivation ; take on responsibility for : defining needs, goals, priorities selecting materials, organizing learning experiences (program developer), determining pace, time devoted to study, diagnosing learning difficulties, developing adequate learning techniques, self-monitoring : guiding and planning the learning process.	**Understands role** : not a private tutor, may assist learners at any stage of the learning process, acting as an objective observer, open to discussion, to sharing ideas, giving advice when asked, assuring methodological preparation, by helping learners develop techniques and use them as tools for analyzing their documents, evaluating their own performances, and using media and people as learning resources. Being available. Assuring technical preparation.	Flexible structure, making such experimentation possible, providing a special place for helper-learner sessions. Making the rapid reproduction of materials possible - fast cassette copier ; xerox photocopier.
self-assessment :	←——→provide learners with opportunities to receive feedback in authentic situations.	
furnishing materials, when possible	←——→furnishing materials when possible	furnishing materials - tape archives, collection of dossiers, newspapers, magazines
devising descriptions of English	←——→helping to set up those descriptions in function of learner's degree of linguistic sophistication	Lending equipment - cassette players, cassettes.
determining level of perfection sought in function of personality		Making simulations in studio possible

manifesting a certain willingness to accept change (both cognitive and affective (attitudinal changes) if confronted with attitudes or techniques that are recognized as more beneficial.

determining frequency of sessions with helper.

manifesting a sincere caring for learners, adopting an attitude and creating an atmosphere that are conducive to and supportive to autonomous learning. Assuring psychological preparation, providing an environment that will encourage attitudinal changes when these are advantageous for learners.

intermediary between learners :

Coordination : peer-matching, task-matching, preparation of material (cassettes, other documents, simulations).

Keeping detailed notes on each learner : knowing what cassettes they have, which experiences they've chosen, which resources they've used, where they are as far as the development of learning techniques is concerned, how they've fared in authentic communication situations - through contact with native speakers who have met them for " conversation ".

Awareness of research being carried out in the field of language learning - further research into the acquisition of each of the language skills.

Ultimate production of learning materials for learners with less specific goals.

Facilitating contacts with native speakers residing in Nancy - establishing a network of free-lance native speakers of English.

Dealing with material problems : paying helper, establishing registration fees, paying for a certain number of " conversation " hours, which represents a socially embarassing situation to learners.

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